**UNIVERSIDAD TÉCNICA DE AMBATO**


**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**


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**Theme:** "GAMIFICATION STRATEGY AND ORAL PRODUCTION"

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# TUTOR APPROVAL

CERTIFY:

I, Lcda. Mg. Marbella Cumandá Escalante Gamazo, holder of the I.D 180291725-0 in my capacity as tutor of the Research Dissertation on the topic: "GAMIFICATION STRATEGY AND ORAL PRODUCTION" investigated by Guido Christian Paredes Colina with ID No. 180477946-8, confirm that this research meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

Lcda. Mg. Marbella Escalante
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I declare this undergraduate dissertation entitled "GAMIFICATION STRATEGY AND ORAL PRODUCTION" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "GAMIFICATION STRATEGY AND ORAL PRODUCTION" which is held by Guido Christian Paredes Colina, undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2020 – January 2021 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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**Topic: "GAMIFICATION STRATEGY AND ORAL PRODUCTION"**

**Author:** Guido Christian Paredes Colina
**Tutor:** Lcda. Mg. Marbella Cumandá Escalante Gamazo
**Date:** December

Oral production is one of the most important skills that English language learners must develop and strengthen every day. Sadly, today's reality is terrible and even alarming. Students mechanically learn vocabulary and grammatical rules that they can only use with difficulty in written works and lessons. The problem basically manifests itself because there is no proper practice on the oral skill of all the content that has been learned. Considering the reason above this research was carried out, with the objective of determining the influence of the gamification strategy in the students´ development of the oral production. The present research aims to cover the search with the topic "Gamification Strategy and Oral Production" which determines the influence of the gamification strategy in the oral production development. The subjects of the research were 29 students of the fourth semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. Then, a bibliographic research was used to obtain theoretical support for the variables. An experimental research was also carried out in which students were given a pre-test that evaluated their level of oral production. Afterward, the students were exposed to gamifying activities for oral production development through different lessons. Finally, a post-test was applied in order to verify the effectiveness of the activities applied to help students develop their oral production. The results indicated that the Gamification Strategy had a positive influence on the students' oral production.

**Keywords:** Gamification strategy, activities, games, oral production, subskills.

# CHAPTER I

# THEORETICAL FRAMEWORK

## 1.1 Investigative Background

After having devoted a considerable amount of time to a careful review of bibliographic sources related to the present work that seeks to evaluate the influence of gamification as a teaching strategy to help students develop oral production, several previous investigations that support the current content have been selected.

In the research paper entitled *"Gamification in education and active methodologies at higher education"* launched by Lopes et al. (2019) it is presented a study that was applied in the 2016-2017 and 2017-2018 academic periods with a population of about 3,000 students of different subjects from Malaga University and Polytechnic of Porto. The main objective of that work was to use a teaching method that focuses on a blended learning approach, through the implementation of a flipped classroom model and also through the introduction of **online gamification activities** as "Kahoot" to demonstrate the **importance of gamification activities** within the teaching process as a motivating and driving factor for students to take responsibility and a leading role within their academic training. With the development of this research, it was possible to verify that the different technological tools applied in education as **gamification** activities produce good benefits in the teaching-learning process. This was reflected in the aptitude of the students since they demonstrated to have much more responsibility and interest in learning.

Society is taking giant steps in the use of **technology** for which it is strictly necessary that we use these changes as facilitating factors in **improving education** to generate better opportunities in which students can achieve the full development of their capabilities. And especially when we talk about learning a foreign language, we need to implement as many strategies and technological techniques as possible to generate adequate **learning experiences** and to strengthen all the skills of the new language.

At the University of Guayaquil, there is an investigation that is related to the subject to be investigated, that work is titled *"Influence of **gamification in oral production** development",* and it was launched by Tamayo (2019). The author explores the influence of **gamification** in students' English **oral production** through a field, bibliographical, and statistical research to design a booklet with board games as a didactic resource to develop **oral production**. The investigation was developed in 8th A of Basic Education at Vicente Rocafuerte High School. Through direct observation, it was possible to identify that most of the students in question when had to do activities that include **oral production**, they demonstrated difficulties even in answering basic questions about their personal information, and their limited **oral skill** was even more evident when trying to hold a simple conversation with their classmates.

To broaden the vision of the problem and the importance of the research, as information-gathering tools, surveys based on the Likert scale were used for the students, direct interviews with the teachers, and direct observation of the treated group

to analyze the development of the English classes. The investigator points that the main causes which affect **oral production** were inadequate use of teaching strategies that do not motivate the development of **oral sub-skills**, lack of interest in students regarding oral activities performed in the English class, and mainly the teachers' lack of knowledge about the benefits of using **gamification** as a teaching strategy to help students in the development of **oral production**. The conclusions of this work highlight the usefulness of the teachers' use of board games and other interactive activities under the game mechanism so that students feel motivated to commit to learning and developing their **oral skills**.

This research work was carried out under a qualitative-quantitative approach with a descriptive, exploratory, and propositional scope. Despite not having had the experimental application of **gamification**, which would be a much more forceful and truthful factor, the information it provides is of great importance to understand the problems that students present when using **oral production**. It also highlights the high need to implement the use of **gamification** within the teaching process of the English language to facilitate the development of **oral skills** with activities that generate a comfortable and motivating environment making students achieve empowerment and acquire responsibility for achieving the best development of their abilities.

In the research paper titled *"Using **gamification** to support learning English as a second language: a systematic review",* written by Dehghanzadeh, Fardanesh, Hatami, Talaee, & Noroozi (2019) it is presented a work of an overview of the benefits in the art of using **gamification** for learning English as a second language in digital environments. This review study shows the experiences of the student while learning

a second language with the influence of **gamification as a strategy** to improve the process by turning the classroom into a digital environment with which autonomous learning can be inspired. In order to clarify the importance of this work, contributions were taken from 22 related publications that were launched from 2008 to 2019. This helped to highlight the positive effects of **gamification** on learners 'learning experiences and their learning outcomes. This research concludes that despite the short length of the study, and that the inspiring sources did not have studies that use a control group to demonstrate the influence of **gamification** more accurately on the development of the different skills of students in the learning of the second language. It was possible to discover that this digital environment causes students to feel fun, entertaining, motivated, and responsible in the development of activities, and the acquisition of knowledge.

The proper use of technology will always be a fundamental factor to achieve better benefits in the teaching of a second language, therefore the idea of using **gamification** as a pedagogical strategy is an innovative option that will allow teachers to create potentializing environments for the learning capacities of the students.

Benavides (2016) in her research work carried out at Universidad Técnica de Ambato, titled *"Estrategias tecnológicas grupales y la **destreza oral** (speaking) del idioma inglés en los estudiantes de segundo año de bachillerato general unificado de la Unidad Educativa Mario Cobo Barona de la ciudad de Ambato provincia de Tungurahua.* She has decided to use a qualitative and quantitative approach since her work is based on a collection of information that was applied to teachers and students through surveys to identify the very limited use of technological strategies by teachers

and their influence on the development of **students' oral skills**. The main objective was to determine the relationship between group technological strategies and the speaking skill, and in the conclusions, the author describes that the English teacher rarely uses technological resources that are useful for the creation of group technological strategies. And that during English class, speaking activities are used just a few times. These are all factors that lead to the absence of meaningful and dynamic learning.

In the information previously written by the author, it can be clearly identified that there is a huge need for the implementation of technological strategies to generate opportunities in which students can have full development of their **oral skills** in learning the English language. Furthermore, it is argued that students cannot achieve a satisfactory level of the mentioned skill due to the fact that they do not have enough activities to practice it with.

In the research paper titled *"Using **Gamification** and Serious Games for English Language Learning"*, written by Yanes & Bououd (2019). This study paper used a Delphi method to gather information as a result of a SWOT analysis of the students' opinion about what the opportunities and challenges are, and that can be generated as a result of using **gamification** and serious games for learning the English language. This was applied with a group of 49 students belonging to the computer science career. To address these SWOT analysis categories, the authors considered the following questions:

- Strengths: What factors do you consider as major advantages of gamification and serious games?

- Weaknesses: What factors do you consider as major disadvantages of gamification and serious games?

- Opportunities: What potential opportunities do gamification and serious games offer in the context of English language learning?

- Threats: What potential threats do gamification and serious games pose in the context of English language learning?. (Yanes & Bououd, 2019, p.3)

This work revealed that the use of technology is quite beneficial to help university students in learning the English language and that the implementation of games can be done favorably using game-based learning and **gamification** creating an attractive learning environment where students find the ease of improving their skills. In addition, it was discovered that when game-based learning and **gamification** are applied, the teacher must be meticulous throughout the process, because if the mechanics of the game are not well applied or if the game used does not meet the learning expectations of the group, consequently the students will lose interest in the real objective of the activity and the process would end in a simple game with no learning results.

This work is of great importance for the present study since it expresses several of the benefits and opportunities that can be obtained through the application of game-based learning and the mechanics of the game with **gamification** in different activities during the teaching of the English language. Among the main advantages is the positive attitude of the students and their interest in the learning process

demonstrating **active participation** in the different activities that ultimately led the students to autonomous learning.

At the Caldas University, there is a research work which is related to the subject to be investigated, as Valencia (2017) socialized when he launched his topic: *"Gamification-based tasks: a way to impact speaking skill in an EFL classroom"*, which explores the impact of the gamification-based tasks in an EFL classroom to enhance speaking skills. At the beginning of this research, the author intended to carry out the use of electronic devices in a pedagogical application, however after certain considerations, and above all due to the fact that the educational institution where it was planned to apply the experiment does not have the availability of **technological tools**, it was decided to expand the literature of the research. Then, the researcher found that **gamification** is much more than the implementation of technology which gave way to expand opportunities for teachers to implement the **game mechanism** in different efficient activities for the development of students' **oral skills**.

It was decided that task-based learning is the base for elaborating lesson plans taking into account that the procedure will be mediated by **gamification** as a link between the task and the oral activity and as a generator of meaningful learning to carry out the tasks successfully. Considering the discoveries of this investigation, the conclusions were that **gamification** is a useful way to integrate engaging activities to improve students' outcomes in terms of more and better **communication**.

The fact of not having access to technological tools is not a barrier to be able to implement **gamification strategies** within the teaching process. Thanks to the

contributions of the author, the reliability of applying the game mechanism in different activities that are used from time to time in English classes to improve **oral production** can be appreciated. The idea is to promote the active participation and collaboration of the students by offering them fun activities with pedagogical approaches that were carefully planned to achieve the full development of oral skills in an engaging environment.

At the Universidad Laica Vicente Rocafuerte de Guayaquil, there is a research work which is related to the subject to be investigated, as Andrade (2020) socialized when she launched her topic: *"**Gamification** and its influence on the **oral production** in students of 7th grade EGB at UE Bella Vista, school year 2019-2020"*, this research primary reason was to describes how students' **oral production** is influenced by **gamification** since it was identified that many students have important problems to use **oral communication** in English class and to survey the impacts of this pedagogical strategy on the advancement of understudies' oral production. A qualitative approach was applied by observational methods and the use of interviews. Also, it was implemented the use of a quantitative approach because it was used as a pre-test to collect information to interpret the importance of the problem statement and to draw conclusions.

The pr-test and its respective rubric that were applied for the development of this research belong to level A1 of Cambridge. The use of **vocabulary**, **pronunciation**, **grammar**, and fluency are within the parameters that were evaluated to determine the level of the students in oral production. With which, as a result, it was possible to identify that at the beginning of the research:

- Students did not respond as expected by the teacher in discussions or questions, on the opposite, they kept a passive attitude even when they had to work in a group.

- Students did not show fluency when speaking in English, their performance was categorized as slow with many hesitations.

- Students mistakes in sentence construction when they try to communicate basic ideas in the present and the past simple tenses.

- Students mispronounce some words and do not have a natural pronunciation.

- Students showed deficiency incorrect stress intonation patterns, which emphasized more the students' pronunciation mistakes.

- Students use very basic vocabulary when speaking. They are limited to speak with a simple and basic vocabulary.

On the other hand, students' lack of **motivation** to learn a language was identified as one of the most important problems in the students' **oral production** level. Then, the research drew the following conclusions:

-Teachers did not use activities to encourage students' participation, they kept a passive attitude in the classroom.

-When students participate, they did not have a good speaking performance. They show several mistakes in sentence construction and pronunciation. What is more, they seemed not to be interested in correcting their mistakes because they do not perceive the classroom environment as supportive.

- Traditional methods are no longer effective.

- The use of **gamification** in the classroom promotes the development of students' **oral production**.

One of the most important issues in learning English is to achieve a good level of **oral production** to communicate without problems. Then, teachers should always try new methods and strategies like **gamification** to help students increase their motivation to learn. This strategy is based on **game mechanics** and focuses on teaching in a motivational way, engaging students in the teaching process successfully.

There is another above, Ramírez & Quinde (2015) in their research work carried out at Universidad Laica Vicente Rocafuerte de Guayaquil, launched with the topic: *"The influence of games on the development of speaking skills in students of eighth-year at unidad educativa baltasara".* They share a work that has a fundamental reason to identify the rate of games in English classes and the improvement of **oral production**, and it proposes several games to improve learners' oral skills. The research was determined as having a qualitative and quantitative methodology. The development of the study tools tests that games have a constructive outcome in students' speaking, as **games** engage them to learn.

Ramírez and Quinde's work thinks of motivation as a significant impact of games in the teaching-learning process, which generates a better development in students' **communication skills**. The number of participants in the two exams was also comparable since it corresponded to students from 11 to 12 years old. This point of view is especially significant, on the basis that empowering students of this age to participate is a smart strategy that helps them develop their **oral communication** skills

as an interesting challenge. Therefore, the authors' work proposes a set of deliberately chosen games that are guided by clear rules for their application. This is to avoid losing the instructional purpose of the **games**.

**1.2 Technical Scientific Foundation**

**Independent Variable**

Methodology

The British Council (2020) says: "Methodology is a system of practices and procedures that a teacher uses to teach" (para. 1). In addition, having a clear knowledge of how to use and implement a correct methodology within the teaching of the English language is a great responsibility that the teacher has, since this must guarantee that students have a good learning environment as well as appropriate strategies to give them the best opportunities during classes (Nunan, 1991). And because this work, also, focuses on oral production. Without a doubt, gamification is one of the best options to achieve that students can successfully develop this skill.

As time passes by, new teaching methodologies have been created, and in the same way, it has also been possible to achieve a substantial improvement in others that have already been used for a long time. Thanks to this previous investigation, these improved models are generating notable changes within the educational environment, producing more optimal learning results each time.

Roma (2017) in the conclusions of her research work, although it was not possible to determine to what level, she affirms that the methodology does affect the development of oral production of students. In addition, other influencing factors were identified, such as student confidence, the classroom environment, and the opportunities they had to practice this skill during class hours.

Rodríguez as he was mentioned in (Sandí & Cruz, 2016) although it is known that methodology must be adapted according to the needs of all students, it is extremely important to know how a method works to select the most appropriate according to the group with which the teacher is going to work without ignoring the objectives of the class and individual needs of each member.

Active methodologies

Active methodologies are directly linked to the strategies that the teacher uses in the classroom to make students leave the old passive role in learning so that they have both the right environment and the necessary opportunities that help them to actively participate in different fun activities with educational approaches (Segura, Parra & Gallardo 2020). These strategies must be correctly planned to guide students in the development of their different abilities, and also in the acquisition of meaningful learning (Crisol, Romero & Caurcel, 2020).

The methodology used inside the classroom has a great influence on the development of students' oral skills, therefore we must focus on the implementation of active methodologies that provide opportunities for students to really practice and

improve their oral production (Parra et al., 2020). These methodologies can be developed with any type of teaching strategy or technique. The goal of using this for teaching is to make students learn while engaging them in meaningful learning activities, which will naturally attract students' interest in taking responsibility in the process of their academic training (Colomer et al., 2020).

Teaching Techniques

Hoque (2018) affirms: "Teaching technique is a well-defined procedure used to accomplish a specific activity or task" (p.7). To implement a properly functioning teaching process, we must have a clear focus on what we want to achieve in students. For this reason, the teacher must carefully plan each step that will allow him to achieve the desired objectives (Rhalmi, 2018).

Santos (2018) says that there are different ways to reach the same goal, and when we think about teaching techniques, we can find several options. However, the educational system as well as all the areas that surround us have undergone an enormous change that has evolved in the direction of technological implementation.

Information and communication technology (ICT)

According to The United Nations Educational, Scientific and Cultural Organization (UNESCO, n.d) Information and Communication Technology (ICT), is the educational trend that implements the use of different technological tools that people have at their reach to improve and accelerate the process of sharing, saving,

and using information for educational purposes. Bhattacharjee & Deb (2016) say that the influence of technology has been of great importance for the development of society, and especially in education, therefore, it can be said that ICT has played a primary role in totally innovating the way it is taught.

The implementation of strategies that focus on the exploitation of technological resources to revolutionize teaching is the way to success in the field of education (Kawas, 2019). A teaching strategy is to plan the development of the class step by step so that the whole process happens in the desired way (Aondolumun, 2017). This plan includes the use and combination of different methods, techniques, and activities that help the teacher to fulfill the class plan. There are different strategies to develop a class, which can be freely manipulated by the teacher in order to find the most suitable way to offer students a quality education that meets all their needs (Sarode, 2018).

Advantageously, it is possible to have several strategies that offer the facility to enhance the success of the class. However, the problem is that the teacher must find which is the most appropriate of all to develop the class, taking into account that students learn in different ways, and that, in addition, it is necessary to take into account which activities are more effective so that students can enhance their skills. Despite these drawbacks, we know that human beings love technology, and we relate well to it. This is one more of the reasons why the use of technology is an intelligent and optimal option to enhance the teaching-learning process (Bhattacharjee & Deb, 2016).

What is gamification?

This term is not as new as it was a couple of years ago since it has been greatly explored and studied by experts lately (Rice, 2013). When discussing gamification, the main thought that rings a bell is the utilization of games to play out certain instructive exercises. The thought is near reality and yet it is likewise a long way from the tremendous substance and qualities that correctly characterize what gamification truly is. There are a few authors who share concrete ideas regarding the matter, yet beyond question, one of the most exact is Giakalaras (2016)  who clarifies that gamification in teaching alludes to the planning and execution of engaging and fun activities that are inside the mechanics of games, through which tries to motivate students learning and participation to make them feel liable for their learning. According to Sicart (2016) game mechanics refers to the process of developing and establishing rules with methods designed to interact with the style of the game by generating activities in which learning is promoted through the game itself. All games follow similar mechanics, however, keep in mind that theories and styles differ in their fundamental importance. In general, the way how the playful activities are introduced drives into the success or failure of the activity, so that it must be meticulously planned to achieve the objectives of the class (Werbach & Hunter, 2015).

Some researchers have enhanced oral production through the use of games in different forms, one of the authors that agree on the positive influence of gamification on ESL Students is Andrade (2020), this one is another example of the influence and usefulness of gamification in the teaching process, although researchers focus on the need to enhance the relationship between enjoyment and the acquisition of knowledge.

It can be said that teachers must look for tools to facilitate its application. Based on the previous lines, it can be concluded that games have positive results to acquire knowledge easily. For these reasons, it is relevant to apply this strategy in the English teaching-learning process since it undoubtedly encourages students to develop their oral production skills in the English language in a satisfactory way.

Types of Gamification

According to Kapp (2013) two main types of gamification can be distinguished, which are differentiated depending on whether or not the content itself is modified. The first one is structural gamification, which is defined as the application of game elements to guide the student through the content without altering or changing the content itself. The content is turned into a game, and what changes is only the structure around the content. This type of gamification mainly focuses on generating situations to motivate the student to review the content and involve him in the learning process through rewards.

A common example of implementation in this first type of gamification is the use of rewards such as applying some scoring element or delivering badges at the end of a task or for completing it better. The content should not be changed, teachers can allow students to choose to watch a video, finish the page of a book, or read a text. With these activities, they actively participate focused on the fact that they can earn a certain number of points as a reward for their effort and dedication.

The second one is content gamification and it is defined by DesigningDgitally (2019) as the process that the teacher performs to generate that some elements of gamification are built by linking elements such as a story, mystery, curiosity, or character with the learning content. For example, in this type of gamification, a teacher can add some elements of a story in a grammar exercise, so that students create or read a fantasy world while completing grammatical structures following rules, then according to their performance they go on to the next learning level. In this gamification type, the content is altered to make it more student-friendly in order to give students the opportunity to learn in a ludic way (Kapp, 2013). Teachers should be aware that not the entire lesson should be a complex game. Instead, keep in mind that when incorporating these elements of the gaming experience to the classroom content, it will increase student participation and engagement and, therefore, they will have better learning outcomes.

Gamification elements

According to Andrade (2020) the application of gamification elements has a positive impact on the learning process of students referring to the context in which they have been implemented. The implementation of gamifying elements such as rewards, leaderboards, and feedback has been shown to have a potentiating impact on learning outcomes because the students demonstrated an aptitude for enjoyment, commitment, motivation, satisfaction, and responsibility. The use of these elements makes students more active and motivated when learning, allowing them to achieve the best performance in the assessment of learning (Rahman, Yusuf, Noor, & Salleh, 2018).

Rewards

Giving rewards for students' good performance is an essential component of gamification. Rewards are often used in interventions to change behavior. Sometimes classes tend to be tedious and it can keep back the development of intrinsic motivation, which is associated with long-term students' behavior. Rewards can be based on completing a series of actions or distributed at set intervals for progress in developing a specific skill. Rewards are an ingenious method of providing extrinsic motivation, resulting in better participation of students in the educational process.

Leader boards

In this part of the process, the teacher should focus on how to motivate students to play and learn at the same time, without neglecting the content that is being seen in the unit of the book, the teacher must look at how to generate a healthy competition that encourages players to make the best effort. To end this part, teachers must implement leader boards to show players where they rank relative to their pairs.

Feedback

Feedback can be used as a promise to the players that the goal is achievable, and it should also be done in an interactive and engaging manner in such a way as to motivate them to keep playing. This part may appear to be of little importance; however, it should not be taken lightly. It is important to know how to give adequate feedback to make the competition effective and bring good results in learning. The

feedback system provides information so that players have a clear understanding of how much they are progressing in the game and how close they are to achieving the learning objectives.

Apps to gamify the classroom

One of the biggest problems in education is that students feel unmotivated to learn, and while they have to go to school, they attend with intentions that are far from academic learning. Similarly referring to the teaching of the English language. Gamification strategies are an excellent alternative to ensure that students enjoy the teaching-learning process (Vásquez, 2017).

The trend of gamification in education has been increasing by means of the technological advancements enabling more digitized learning environments as well as use of technical possibilities developed in relation to video games to create immersive and engaging learning experiences. With its promise of positively engaging students and mediating their behavior, gamification is seen as a valuable tool that can be used to address some of the negative behaviors associated with students, such as shortened attention spans and the lack of time and/or skill they expend on engaging in the critical reflection required for developing in-depth knowledge. (Yanes & Bououd, 2019, p.3)

Games are demonstrated to have a high influence on people and especially on teenagers and young people. In such a way that games have become part of modern culture and a habit in students' daily routine. Besides being strongly addictive, they

tend to be potentially useful to motivate users to exploit their abilities. Considering this, it can be made positive use of such pronouncements with the implementation of gamification strategies in the English teaching process. Thanks to the correct and careful application of these strategies, the students' educational experiences in the school will become fun activities that generate significant learning.

Edmodo

It is an attractive social networking platform for education that offers gamification elements like badges and quests. Students can post and content comment publications, submit assignments, and evaluate their progress. Teachers can post surveys, open discussion boards, design and share quizzes, and post assignments for their students. Additionally, students can practice spelling and grammar through conversational posts and have the option of creating differentiated instruction through small groups and shared folders.

Class Dojo

On some occasions, it has been said that studying another language today has changed thanks to technology. It is totally true since mobile applications and online websites give tools to make it easier for the process of teaching and learning a foreign language. The operation of "Class Dojo" is simple. This application was presented as a pure example of Gamification. The main purpose of Class Dojo is to provide the instructor with a platform for student behavior management. It also helps teachers in motivating students through strategies that combine avatars, points, and leaderboards.

Open Talk

Open talk is an app for smartphones that lets you connect at any time to talk with people across the world. It is an app widely used across the globe to enhance oral production skills as well as listening. The best thing about Open Talk is that it is completely free. It can be also fixed to choose country and opposite gender after collecting a few coins via talking. This app does not limit the user to only the people he or she knows. It lets communicate with people worldwide.

**Dependent Variable**

Communication

For some ages, there have been several definitions that speak about communication, from those that consider diverse individual factors and others who prefer to explain it as a superior and complex process. According to each representative, we can find a variety of explanations, however, for the development of this investigative work it has been taken into account the contributions of the following authors (Chomsky, 1968). All human beings on earth have developed means of transmitting their emotions and thoughts to each other as a result of the basic need to understand each other among beings of the same species (Corson, 1979). It is a natural and fluid process that distinguishes humans from the animal kingdom. It is the ability of humans to use words and language to transfer specific meanings that distinguishes them from the animal kingdom. And finally, Nordquist (2019) states that

communication is the process of sending and getting messages through verbal or nonverbal methods, including discourse, oral correspondence, composing and graphic and signs, signals, and conduct. More simply, communication is supposed to be the creation and exchange of information.

Communication is a fundamental means for the development of society and for the adaptation of human beings within it. Communication is both, a means of understanding as well as a learning tool. The use of oral skills to communicate is a remarkable fact about people's daily activities. The role that communication plays is as a vehicle for the thoughts, emotions, and desires of each individual. Through communication one can talk about events that happened in the past, describe the present or speculate about the future, say our beliefs about how things are, express all human thoughts and ideas by which they are essentially related. Communication is how we can acquire and share information and communicate beliefs and criteria, attitudes, and feelings. In fact, this is what creates the human social world.

Core skills

There are four core skills needed to learn the English language successfully. They are categorized into receptive skills: listening and reading. And productive skills: speaking and writing. Teaching all of them is a process that requires enough knowledge in techniques and strategies. Although the four are different, each of them is fundamental and important through learning in which each one supports each other to master a language (Hakansson, 2019).

As the name says the receptive skills just collect information and do not produce it. However, they are not as passive as many people consider. They are more an interactive activity because the reader and the listener create their own knowledge (Norman, 1976). On the other hand. Productive skills or active skills are the ones that allow us to produce language with the aim of communication, either written or spoken. In the case of oral production, some educators disregard the significance of this skill because they take on that this skill will be developed by itself while students practice the other language skills (Parupalli, 2019). The problem is that most of the students are even not able of speaking in basic situations and what the teacher used to say is that it is because students are distracted or not even paying any attention (History et al., 2020). When speaking, students and human beings express ideas, opinions, desires, and the relationships of social life. In oral communication, humans use language that contains information and convey messages in order to express ideas, opinions, desires, and thoughts. In general, in English classrooms speaking skill is not considered the most important aspect.

In the previous paragraphs, you can find content related to the four core skills that make up the English language. It is necessary to clarify this content due to the importance of explaining that oral production is one of the most difficult to develop during English classes. The ability to produce language orally is highly valued by students, but teachers often find it as a skill that is tricky to develop and that students will improve unconsciously along time. Another factor that must be taken into account is that students often feel a great deal of anxiety when they have to speak. For this reason, the research work focuses on discussing the importance of providing teachers

with innovative strategies to create lessons with enough opportunities to reach good results in students' oral skills (Riyaz & Ahmad, 2016).

Speaking skill

According to Leong & Ahmadi (2017) when acquiring a foreign language. Speaking is one of the skills that present more difficulties for learners. It is at the cutting edge of the most important due to the use that occurs in all potential to impart rapidly and adequately to all people. Subsequently, this requires extraordinary consideration with the exercises performed in the study to put it into practice.

Speaking is quite a common and trademark activity of individuals since all of us communicate every day with various purposes relying upon the individual with whom we are and the climate wherein we are. Anyway, we talk constantly either to share our emotions, express things, analyze thoughts, contend about significant occasions, or basically on the grounds that we like to be in contact and speak with others since that makes us individuals, that makes us people. Accordingly, it is carefully fundamental that the English language educator realizes how to advance the encouraging cycle, so his learners have the occasion to try and build up their informative abilities making use of the new language (Ahmad, 2016).

For non-native speakers, it is somewhat challenging to build up the talking expertise. Nevertheless, there must consider the assignments that are intended to cultivate oral production where learners will be assessed by their presentation, where variables like pronunciation, fluency, vocabulary, and use of grammar are incorporated

(Egan, 1999). It implies that students need escalated practice, and work on circumstances that help them in genuine settings where they would have the option to communicate among others.

Bygate (1987) affirms: "One of the basic problems in foreign language teaching is to prepare learners to be able to use the language" (p.3). Even though it is seen that speaking is so essential to dominate, it is clear that learners are not coming to build up this ability in a satisfactory manner. The fundamental purpose behind this burden potentially would be that teachers do not make use of suitable procedures that create an inspiring climate for students to feel motivated in learning. A class environment that permits them to build up this capacity successfully. Thus, obviously, teachers must implement gamification methodologies that improve the oral production of their students.

What is oral production?

When speaking about oral production it is easy to find a huge number of authors who offer a complete and well-defined concept. In this research work, it has been considered the ideas of three authors. Hymes (cited by Aguilar & Ortega 2019) explains that oral production refers to the different abilities that a person develops to be able to communicate effectively within their environment of the group of people that surrounds him. Monaghan & Goodman (2007) say that oral production is the consequence of a substantially more complex process than it seems since this is not simply realizing how to articulate words well. To accomplish a good oral production level, it is important to consider what we will say, select the most suitable words

according to the specific situation and the environment where we are going to talk. Then, order the ideas, construct correctly, and give grammatical meaning to the sentences. According to Villalobos, (2015) oral production corresponds to the activity of sharing information orally in a clear and precise way.

The learning of a subsequent language includes a lot of time and effort to build up the four different core skills that the English language contains. And if we take a look at the teaching-learning process, we can identify that students present important deficiencies when using productive skills which are speaking and writing. In addition, it is obviously clear that oral skill is much more widely used. Therefore, students should not have difficulties improving it. However, it is much more complex and difficult as it seems. And the issue increases because public education has not focused very well on helping students to work this specific part of the language. The facts confirm that during English classes, educators work with several exercises that lead students to practice the four skills. Nevertheless, these are insufficient to work in oral production since this skill previously mentioned requires more effort and commitment than the other ones. This is because of the huge measure of sub-skills that must be developed gradually to finally begin able of producing ideas orally in an appropriate and clear way (Ahmad, 2016).

Oral production components

Bygate (1987) who states: "Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends."

(p.5). The process to achieve proficiency in oral production requires constant work on the development of sub-skills. In general, such underlying skills are assumed to have some kind of structure, made up of different components, with some kind of interaction and interrelation between them, so instead of simply making students 'talk' in the classroom, teachers must teach students specific oral production sub-skills. The author of this research has taken into consideration the variety of components of oral products that are suitable for the group of students of the research.

Learning new vocabulary not only helps students to understand the meaning from the contexts, but this allows students to use the correct words in the appropriate situation. It is vital for learners to have a base of vocabulary knowledge because students must understand the meaning of the words and expressions that they are going to reproduce orally. Therefore, it is relevant for this work to state vocabulary meaning. **Vocabulary** is a bunch of words that establishes a specific language, these words are an essential component to reach adequate communication between people.

According to Arévalo & Briesmaster (2018) **interactive communication** is a topic that cannot be set aside because it is basically necessary that students understand the meaning of the words and expressions that they are going to produce orally. For English language learners, oral production means a complex process because it requires the receptor to understand the oral information and to respond according to the input in a spontaneously and understandable way.

Curtin University (2015) defines grammar as follows: "**Grammar** refers to the ways in which sentence parts may be related to one another in any language

system" (para. 1). However, in order to achieve proper use of the language, it is strictly necessary that we develop the correct use of the different grammar rules that constitute the English language. Oral production is influenced by various inputs that must be properly used to have successful communication (UKEssays, 2017).

**Pronunciation** is another main attribute of an excellent oral production skill since it guarantees successful communication among individuals establishing a wholesome environment between the person who is speaking and the one who is listening. It is a key factor that permits the speaker to stay focus on the subject of conversation and shows the individual's capacity to articulate words effectively. For example, the right way to express action word structures, articles, conjunctions, and prepositions make that the message is received without being distorted (Cambridge Dictionary, 2020).

**Fluency** is the easy, efficient, and flows with which speakers express their thoughts, especially when speaking (British Counsil, 2020). It is an essential factor to guarantee effective communication among people since it allows the speaker to been focused on the topic of conversation. In addition, it encourages a quicker discourse establishing a profitable environment between the speaker and the audience. Accordingly, in the scholarly setting, it is one of the most significant elements in an oral production because the speaker looks to convince the crowd about the ideas he or she is attempting to share.

**1.3 Objectives**

1.3.1 General Objective:

- To evaluate the influence of gamification in the development of the oral production of the students of fourth level A in P.I.N.E major at "Universidad Técnica de Ambato".

1.3.2 Specific Objectives:

- To determine the most useful gamification activities to increase the students' oral production of fourth level A in P.I.N.E major at "Universidad Técnica de Ambato".

- To identify the strategies and activities used by the teacher in the classroom to help improve oral production of the students of fourth level A in P.I.N.E major at "Universidad Técnica de Ambato".

- To analyze gamification tools that can be used in the classroom with the students of fourth level A in P.I.N.E major at "Universidad Técnica de Ambato".

# CHAPTER II

# METHODOLOGY

## 2.1 Resources

To develop this research work successfully, it was necessary to use human, technical and technological resources. The participants were 29 students of the fourth level A, Pedagogía de Los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. The students' average was between 19 and 22 years old. The participants' native language is Spanish with an intermediate level in English in their oral production. To apply the first variable, which is the "Gamification strategy", it was implemented the use of the "Class Dojo" tool. And to measure the second variable, which is oral production. It was applied a Cambridge speaking A2 level pre-test with its respective rubric. It was applied at the beginning of the research to collect information about the current oral production level of the students as well as at the end of the experiment in order to evaluate the influence of the Gamification Strategy in the oral production development of the students.

## 2.2 Methods

Quali-quantitative approach

The present research work was developed within a mixed approach as it has qualitative and quantitative features. Qualitative because it was necessary to collect

information about the characteristics of the gamification strategy, according to Baena (2017) a qualitative approach is the one that through observation seeks the different causes of some problem assuming a solid reality. On the other hand, quantitative, because it was necessary to gather information in other to do the corresponding analysis of real data to tabulate results and infer the outcome of the research in a precise and concrete way.

### 2.3 Basic mode of investigation

Field research

For the development of this research work, it has been used field research, since it was carried out in the place of the current problem, at Universidad Técnica de Ambato, taking as a sample the students of the "fourth level A of P.I.N.E career". Authorities, teachers, and staff also were contributing features of this research. This investigation highlights the technique of observation, survey, and interview that helps the data obtained can be useful for the collection of information for the solution of the proposed topic (Wallace, 1985).

Bibliographic documentary

This present investigation is composed of bibliographic information, which was obtained in books, magazines, newspapers, texts, articles, and a great source of articles from the internet which were essential to obtain useful information in the object of study throughout the realization of this investigative work. Therefore, this

knowledge was used to carry out the investigation and to fulfill its objectives as well (Allen, 2020).

**2.4 Level or type of investigation**

Exploratory

This research work reaches an exploratory level since it served to reflect a general vision about what is happening with the teaching-learning process when the teacher uses gamification tools to help students improve their oral production. It took information about how this innovative strategy is well accepted in students to develop their skills. So, it facilitates to know the truth of the problem and gives way to a deeper investigation of educational and social interest (Stebbins, 2001).

Descriptive

The descriptive study is used because it helped us to detail the problem of low levels of oral production of students, detailing and analyzing the causes of the problem from its origin and the educational environment in which it occurs. Descriptive research, Dulock (1993) stated that it describes the properties and any important feature of the population, situation. So, in this research project, it will be gathered information about gamification, which deals with speed, fluency, and vocabulary when using oral production. The research project will also find out about the gamification activities students prefer the most.

Experimental

For the development of the present study, it has been decided to use an experimental design of pre-experimental type as this is the most suitable for such work. In the experimental research, "the researcher manipulates one or more study variables, to control the increase or decrease of those variables and their effect on the observed behaviors. Research design (Khairuzzaman, 2016).

According to Formpl (2020) the pre-experimental design typically consists of working with a single control group that has been previously selected, and similar to the true experimental type, it is necessary first to take a test to identify the changes or improvements that we are going to obtain by taking a new test after the application of the stimulus.

To finish with this part of the research design, it is vitally important to emphasize that this design does not meet the requirements of a "true" type experiment, since it is not necessary to work with a contrast group, nor does it proceed to manipulate the independent variable.

**2.5 Population**

The population of this study were 29 students from fourth level A of P.I.N.E career at Universidad Técnica de Ambato. Also, in this research, the English teacher participated in order to apply introductory gamification activities.

**Table 1.**

*Population*

| Population | Number of populations | Percentage % |
|------------|----------------------|--------------|
| **Students** | 29 | 100% |
| **Total** | 29 | 100% |

*Note:* This chart was elaborated by G. Paredes, 2020. Population of the fourth semester of PINE at Universidad Técnica de Ambato.

**2.6 Hypothesis**

The two hypotheses that were being used in this research work are the following:

$H_1$ The use of the gamification strategy influences the development of the oral.

$H_o$ The use of the gamification strategy does not influence the development of the oral.

# CHAPTER III

## RESULTS AND DISCUSSION

### 3.1 Analysis and discussion of results

To start with the study, the "ClassDojo" gamification tool was presented to the 29 students from the 4th semester A of Pedagogia de Los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato. After that, 5 classes were developed throughout three weeks to expose students to a learning environment using the gamification strategy.

The following data shows the pre-test and post-test results obtained from the oral assessment. The information also includes a comparison chart among both, the pre-test results, and the final scores of the group on the post-test to highlight the success of the current research work. It was applied a Cambridge speaking KET exam with its respective rubric to measure oral production referring to grammar and vocabulary, pronunciation, and interactive communication.

It is important to mention that the analysis of the results showed that the treatment developed with the experimental group, positively influenced the oral production because it demonstrated that students enhanced their use of vocabulary, interactive communication, grammar, and pronunciation.

**Table 2.**

*Pre-test results*

| Criteria[a] | Average | Expected average |
|---|---|---|
| Grammar and Vocabulary | 3,10 | 5 |
| Pronunciation | 2,82 | 5 |
| Interactive Communication | 3,4 | 5 |
| Percentage | 62,75 % | 100% |

*Note:* This table was elaborated by G. Paredes, 2020. Pre-test addressed to students from the fourth semester of PINE at Universidad Técnica de Ambato.

[a] The criteria that appears in this section refers to the oral production parameters assessed in the pre-test.

**Graphic 1.**

*Pre-test results*
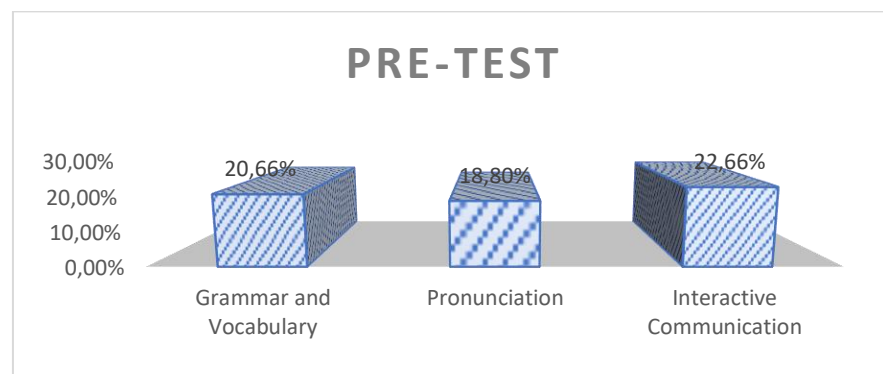


*Note:* This graphic was elaborated by G, Paredes 2020. Pre-test addressed to students from fourth semester A of PINE at Universidad Técnica de Ambato.

**Analysis and Interpretation**

The Key English Test (KET) was applied to the 29 students of the fourth semester from "Pedagogía de Los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. Table 1 and graphic 1 show the average scores obtained in the pre-test. It was graded according to the subskills of oral skill which are: grammar and vocabulary, pronunciation, and interactive communication with a scale of 1 to 5 points for each one of them.

Considering the results presented above, the average of each criterion of oral production sub-skills is low. That means the students had a low level of oral production because the pre-test's general percentage was 62,75%, which demonstrates a failure in the use of the English language.

According to the oral performance rubric. In grammar and vocabulary, the students reached an average of 3,10 points out of 5npoints; the 3,10 points represent 20,66% of the total test. These results evidence that students only use a few basic grammatical forms and limited vocabulary to talk about everyday situations.

The average of the second criteria "pronunciation" was 2,82 out of 5 points. That represents 18,80% of the total test. This result demonstrates the deficiency that students have to pronounce words correctly because they have limited control of phonological features. That makes it difficult to understand them when speaking.

In the last criteria which is interactive communication, the general average was 3,4 out of 5. That represents 22,66% of the total test. This result means that students require promptings and support to maintain even simple exchanges in conversations.

Thus, these results show that most students presented a lack of oral production to express without problems. To improve these scores, students must increase their vocabulary knowledge and speaking sub-skills so that they can not only maintain simple exchanges of ideas with a few basic grammatical forms and limited control of phonological features but to show a good degree of control in oral communication.

**Table 3.**

*Post-test results*

| Criteria[a] | Average | Expected average |
|---|---|---|
| Grammar and Vocabulary | 3,96 | 5 |
| Pronunciation | 4,17 | 5 |
| Interactive Communication | 4 | 5 |
| Percentage | 80,91 % | 100% |

*Note:* This table was elaborated by G, Paredes 2020. Post-test addressed to students from fourth semester A of PINE at Universidad Técnica de Ambato.

The criteria that appears in this section refers to the oral production

parameters assessed in the Post-test.

**Graphic 2.**

*Post-test results*
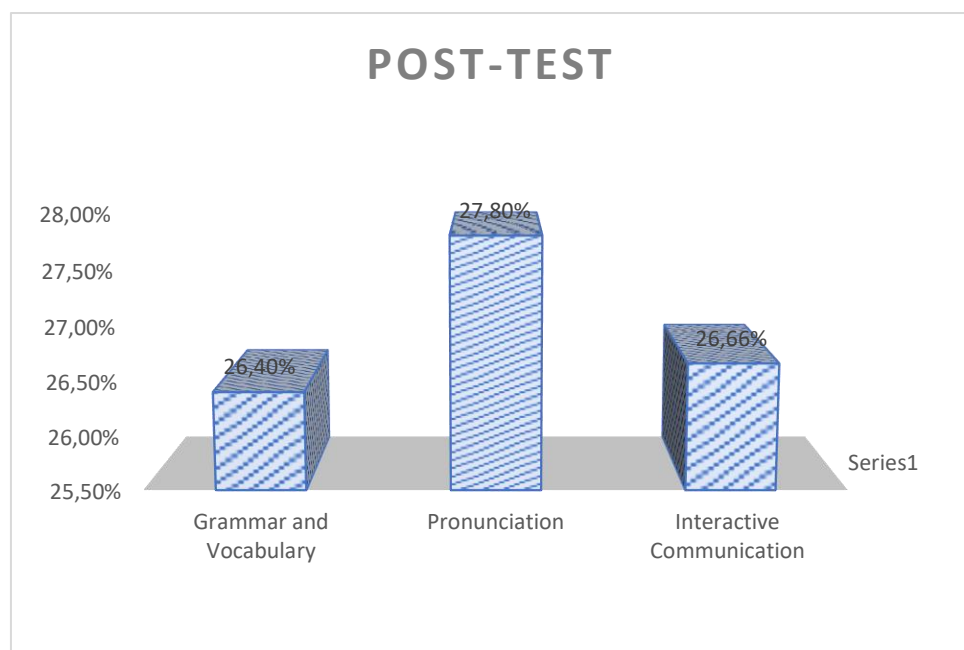


*Note:* This graphic was elaborated by G, Paredes 2020. Pre-test addressed to
students from fourth semester A of PINE at Universidad Técnica de Ambato.

**Analysis and Interpretation**

The post-test had a similar procedure to the pre-test. But the results showed

that the average of each criterion increased significantly. It means that the students'

oral production sub-skills improved satisfactorily with the application of the

gamification strategy because the general percentage of the post-test result was

80,91%.

According to the oral performance rubric, the "grammar, and vocabulary" item demonstrates that students reached an average of 3,96 out of 5 points. This result shows that students improved their grades in oral production skills by using the gamification strategy. It is important to mention that this strategy allowed students to have a better performance in the evaluation process because they were able to use a range of appropriate vocabulary with good control of simple grammatical forms.

The pronunciation average was 4,17 out of 5 points. This means students had a considerable improvement in the control of phonological features regarding both word-level and utterance. They were mostly intelligible when speaking.

The last criteria assessed in the post-test was interactive communication, and their general average was 4 out of 5 points. That shows students did not have difficulties to maintain simple exchanges of precise and clear ideas when using oral communication. Therefore, it can be assumed that the activities of the gamification strategy influenced in a positive and significant way the improvement of the oral production skill of the students.

**Table 4.**

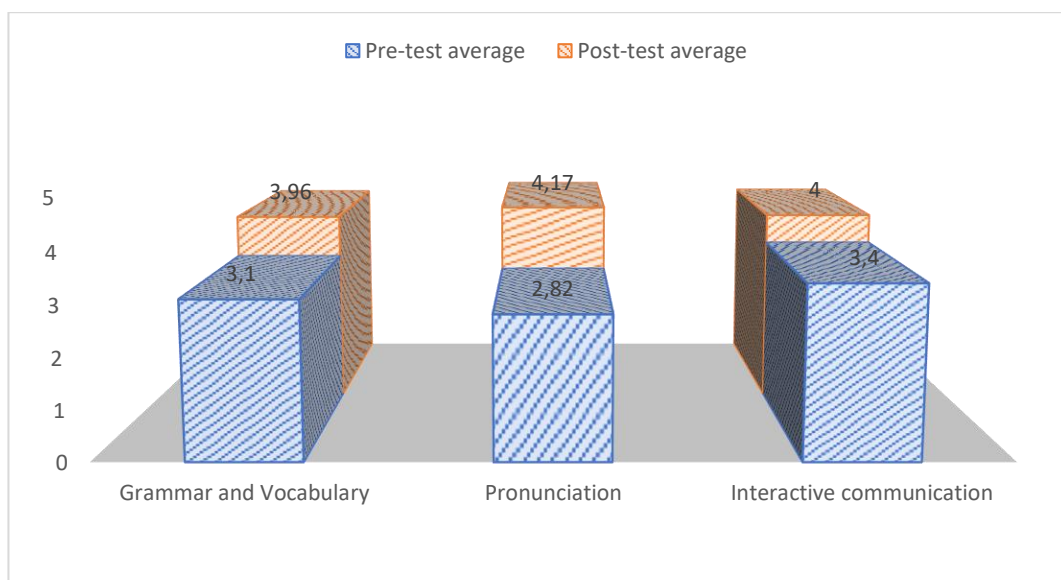*Comparison of the Pre-test and Post-test averages.*

| Criteria[a] | Pre-test average | Percentage | Post-test average | Percentage |
|---|---|---|---|---|
| Grammar and Vocabulary | 3,10 | 20,66% | 3,96 | 26,40% |
| Pronunciation | 2,82 | 18,80% | 4,17 | 27,80% |
| Interactive communication | 3,40 | 22,66% | 4 | 26,66% |
| Total | 9,41 | 62,75% | 12,13 | 80,91% |

*Note:* This table was elaborated by G, Paredes 2020. Comparison of the Pre-test average and Post-test average addressed to students from fourth semester A of PINE at Universidad Técnica de Ambato.

[a] The criteria that appear in this section refer to the averages of pre-test and post-test in order to make a comparison of the results.

**Graphic 3.**

*Comparison of the pre-test and pod-test averages*



*Note:* This graphic was elaborated by G, Paredes 2020. Comparison of the Pre-test average and Post-test average addressed to students from fourth semester A of PINE at Universidad Técnica de Ambato.

**Analysis and Interpretation**

In order to highlight the importance of using the gamification strategy to enhance students' oral production skills, table 3 and graphic 3 offer a comparison among the average of the three criteria used to assess students' oral production in the pre-test and post-test.

The average of the three criteria assessed in the pre-test was not satisfactory since, in the grammar and vocabulary item, students got 3,10 out of 5 points. In the pronunciation item, they got 2,82 out of 5 points, and in the interactive communication

item, they got 3,4 out of 5 points. Meanwhile in the post-test, in the grammar and vocabulary item, students got 3,96 out of 5 giving an advance of 0,86 points. In the pronunciation criteria, they got 4,17 out of 5 giving an advance of 1,35 points, and in the interactive communication criteria, students got 4 out of 5 giving an advance of 0,60 points.

It is important to mention that at the beginning of the research the subskill with the lowest average of the students of the fourth semester from "Pedagogía de Los Idiomas Nacionales y Extranjeros" was pronunciation with an average of 2,82. However, the post-test results showed that students increased by 1,35 points in their pronunciation score obtaining 4,17 out of 5 points.

## 3.2 Verification of the Hypothesis

The two hypotheses that were used in this research work are the following:

**Alternative Hypothesis**

The use of the gamification strategy influences the development of oral production.

**Null Hypothesis**

The use of the gamification strategy does not influence the development of oral production.

**Student's T-Test with SPSS**

The hypothesis was verified with SPSS software and these are the results.

**Table 5.**

*T-test*

| | Paired Differences | | | | | | D | -Value |
|---|---|---|---|---|---|---|---|---|
| | | | | 95% Confidence Interval of the Difference | | | | |
| | ean | td. Deviation | td. Error Mean | ower | pper | | | |
| air 1 re-test and post-test. | 2,72414 | 95978 | 17823 | 3,08922 | 2,35906 | 15,285 | 8 | 000 |

*Note:* This table was elaborated by G. Paredes, 2020. Mean T-Student.

These results were obtained with a T-test which was carried out in SPSS in order to decide if the null or alternative hypothesis could be accepted. It is observed that the t.value is ,000. Therefore, if the result is less than the level of significance, it means that the null hypothesis is rejected, and the alternative one is accepted. Thus, the gamification strategy influences the oral production development in the students of 4th semester of PINE at Universidad Técnica de Ambato.

### 3.3 Discussion of results

Pongutá (2018) affirms that developing communicative skills in the English language has become very necessary for different academic and professional purposes. He emphasizes how difficult can be to master oral communication because, in this skill, there are often problems when structuring speech, fluency, and pronunciation. The author, in his research paper, shares important information about the use of activities through Information Communication Technologies implementation as an effective solution to catch students' interest in learning English. It also showed to be useful for improving students' oral production sub-skills. Therefore, it can be determined that the use of technology and innovative strategies such as gamification are practical alternatives to help students in the development of their oral skills.

Another reason why students find it difficult to achieve a satisfactory level in their oral production is that they do not have enough opportunities and adequate activities to put this skill into practice during English classes. Tamayo (2019) states that students who are rewarded are more engaged than students who are not. Using a rewarding system like a gamification strategy does, motivates students to work hard and try their best through funny activities within the game mechanics. Considering that oral skill is one of the most difficult to develop because most teachers do not give it the necessary importance. This research work offers an ingenious way to get students to learn English through the dynamics of the game but without losing the purposes of the class. It is generally believed that this skill develops on its own over time as the student strives to learn grammar rules and vocabulary. However, it must not be

neglected, and since students are usually not motivated and even afraid or ashamed to speak in class, the gamification strategy is a smart solution to this problem.

Moreover, Rodríguez & Sánchez (2020) determined that the gamification strategy is an effective way for students to learn easily and improve oral production skills. This can be demonstrated with the average result of the pre-test that was 9,41 out of 15 points and then in the post-test the average was 12,13 out of 15 points. These scores showed an improvement of 2,72 points out of 15. It means that the gamification strategy helped them to enhance their use of vocabulary, grammar, pronunciation, and interactive communication. And thus, they improved their scores. The result of this research is supported by another research submitted by Sánchez (2020) who demonstrated the effectiveness of the gamification strategy to help students improve their oral production skills.

# CHAPTER IV

## CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

The use of the gamification strategy positively influenced the development of the oral production of the students of 4$^{th}$ semester A of P.I.N.E at Universidad Técnica de Ambato. Since the pre-test results obtained showed that at the beginning of the investigation, most of the students needed to improve their oral production because, according to the pre-test results they got low grades in the three items evaluated: Grammar and vocabulary, pronunciation, and interactive communication. Meanwhile, post-test scores showed that after treatment all of them got a considerable improvement in the three different items.

The activities presented in the content of this work were of great benefit to the students and these are founded on solid theoretical and legal frameworks related to the variables of the research. Then, it was possible to determine that the most useful gamification activities that favor the development of oral production of students of the fourth level A of P.I.N.E major at "Technical University of Ambato", are debates, digital storytelling, and truths and a lie game. These offer a dynamic, fun, and motivating experience.

Since the present research work could provide a solution to the problem detected at the early stages of this investigation because the group of students got a

significant improvement in their oral production. It is possible to conclude that the implementation of dynamic activities related to the gamification strategy and its components like the use of leaderboards and rewards in the educational context is one of the best ways to engage students in the teaching-learning process of the English language.

The technological tool that was implemented to generate a gamifying environment during the classes is "ClassDojo". This one was of great importance for the development of the research and its success since its characteristics perfectly suit the components of the gamification strategy.

### 4.2 Recommendations

To develop an effective class with the use of gamification strategy it is necessary to take certain precautions because implementing gamification to teach is not a way to release the teacher from the task of guiding and observing student participation. First, to implement a new strategy in the classroom, it is necessary to identify the characteristics of the students you will work with. Second, it is important to be clear about the learning objectives of the activity to select the most appropriate one. Finally, the teacher must generate a good environment that is adequate to introduce the activity in the right situation.

The idea of obtaining good results in the activities implemented to teach is that the students are well informed about what they have to do. In such a way, it is recommended that the teacher gives clear and precise instructions at the beginning of

any activity, stays giving directions, and guides the whole process to verify that the entire process is developing according to the class objectives.

It is recommended to use gamification activities only for specific moments and situations in the teaching process since excessive use of them can cause students to lose interest in the process or forget the teaching objectives of the activity, turning everything into a simple game with no learning benefits, and of course a waste of time.

The "Class Dojo" application proved to be very useful for the group treated in this research. However, it is recommended to take the necessary precautions and ensure that the activities are appropriate according to the age of the students since this application was developed mainly to be used with children and adolescents.

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# ANNEXES

## Annex 1: Approval

**ANEXO 3**
**FORMATO DE LA CARTA DE COMPROMISO.**

## CARTA DE COMPROMISO

Ambato, 04/10/2020

Doctor Marcelo
Núñez Presidente
Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y
Extranjeros Facultad de Ciencias Humanas y de la
Educación.

**Mg. Sarah Iza** en mi calidad de Coordinadora de Cuarto Semestre paralelo "A" de la Carrera de la Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"Gamification Strategy and Oral Production"** propuesto por el estudiante Guido Christian Paredes Colina portador de la Cédula de Ciudadanía 180477946-8, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
**SARAH JACQUELINE IZA PAZMINO**
.......................................
Mg. Sarah Iza Pazmiño 0501741060
0984060528
sj.iza@uta.edu.ec

**Annex 2: Pre and Post-test**

| Test 1 |
| --- |

| Part 1 (3-4 minutes) |
| --- |

*Phase 1*
**Interlocutor**

| *To both candidates* | Good morning / afternoon / evening.<br>Can I have your mark sheets, please? |
| --- | --- |
| | *Hand over the mark sheets to the Assessor.* |
| | I'm ............., and this is ........... . |
| *To Candidate A* | What's your name? |
| *To Candidate B* | And what's your name? |

|  |  | **Back-up prompts** |
| --- | --- | --- |
| | **B**, do you work or are you a student? | Do you work? Do you study? Are you a student? |
| *For UK, ask* | Where do you come from? | Are you from (Spain, etc.)? |
| *For Non-UK, ask* | Where do you live? | Do you live in ... (name of district / town etc.)? |
| | Thank you. | |
| | **A**, do you work or are you a student? | Do you work? Do you study? Are you a student? |
| *For UK, ask* | Where do you come from? | Are you from (Spain, etc.)? |
| *For Non-UK, ask* | Where do you live? | Do you live in ... (name of district / town etc.)? |
| | Thank you. | |

*Phase 1*
**Interlocutor**
⏲ *3-4 minutes*

Now, in this part of the test you are going to talk together.

*Place Part 2 booklet, open at Task 2a, in front of candidates.*

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

**Candidates**
..........................................................................
⏲ *Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.*

**Interlocutor /**
**Candidates**
*Use as appropriate.*
*Ask each candidate*
*at least one*
*question.*

Do you think…
….eating on the beach is fun?
… eating in restaurants is expensive?
….eating at home is boring?
… eating at college/work is cheap?
… eating in the park is nice?

| *Optional prompt* |
| Why?/Why not? |
| |
| What do **you** think? |

**Interlocutor**

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

*Phase 2*

**Interlocutor**
⏲ *Allow up to 2 minutes*

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

*Phase 2*
**Interlocutor**

Now, let's talk about **friends**.

**Back-up prompts**

**A**, how often do you see your friends?

Do you see your friends every day?

What do you like doing with your friends?

Do you like going to the cinema?

**B**, where do your friends live?

Do your friends live near you?

When do you see your friends?

Do you see your friends at weekends?

**Extended Response**
Now **A**, please tell me something about one of your friends.

**Back-up questions**
Do you like your friend?
Where did you meet your friend?
Did you see your friends last weekend?

**Interlocutor**

Now, let's talk about **home**.

**Back-up prompts**

**B**, who do you live with?

Do you live with your family?

How many bedrooms are there in your house / flat?

Are there three bedrooms in your house / flat?

**A**, where do you watch TV at home?

Do you watch TV in the kitchen?

What's your favourite room in the house?

Is your bedroom your favourite room?

**Extended Response**
Now, **B**, please tell me something about the things you like doing at home, at the weekends.

**Back-up questions**
Do you like cooking at the weekends?
Do you play computer games at the weekends?
What did you do at home, last weekend?

Do you like these different places to eat?





**Test 2**

**Part 1 (3-4 minutes)**

| *Phase 1* **Interlocutor** | |
|---|---|
| To both candidates | Good morning / afternoon / evening. Can I have your mark sheets, please? |
| | *Hand over the mark sheets to the Assessor.* |
| | I'm …………, and this is ………… . |
| To Candidate A | What's your name? |
| To Candidate B | And what's your name? |

| | | **Back-up prompts** |
|---|---|---|
| | **B**, do you work or are you a student? | Do you work? Do you study? Are you a student? |
| For UK, ask | Where do you come from? | Are you from (Spain, etc.)? |
| For Non-UK, ask | Where do you live? | Do you live in … (name of district / town etc.)? |
| | Thank you. | |
| | **A**, do you work or are you a student? | Do you work? Do you study? Are you a student? |
| For UK, ask | Where do you come from? | Are you from (Spain, etc.)? |
| For Non-UK, ask | Where do you live? | Do you live in … (name of district / town etc.)? |
| | Thank you. | |

*Phase 2*
**Interlocutor**

Now, let's talk about **music**.

|  | **Back-up prompts** |
| --- | --- |
| **A**, how often do you listen to music? | Do you listen to music every day? |
| What music do you like best? | Do you like rock music? |
| **B**, what is your favourite instrument? | Do you like the piano? |
| Where do you like listening to music? | Do you like going to concerts? |

**Extended Response**
Now **A**, please tell me something about your favourite singer or group?

**Back-up questions**
Where is your favourite singer from?
Why do you like them?
Do your friends like them too?

**Interlocutor**

Now, let's talk about **shopping**.

|  | **Back-up prompts** |
| --- | --- |
| **B**, where do you like to go shopping? | Do you like to go to shopping centres? |
| What do you like to buy with your money? | Do you like to buy clothes with your money? |
| **A**, who do you like to go shopping with? | Do you like to go shopping with your friends? |
| What can you buy near your house? | Can you buy food near your house? |

**Extended Response**
Now, **B**, please tell me something about presents you buy for your friends.

**Back-up questions**
Where do you buy presents?
Do you like giving presents?
Have you bought a present recently?

---

**Part 2 (5-6 minutes)**

*Phase 1*
**Interlocutor**
🕐 *3-4 minutes*

Now, in this part of the test you are going to talk together.

*Place* **Part 2** *booklet, open at* **Task 2b**, *in front of candidates.*

Here are some pictures that show **different holidays**.

Do you like these different holidays? Say why or why not. I'll say that again.

Do you like these different holidays? Say why or why not.

All right? Now, talk together.

**Candidates**
...............................................................
🕐 *Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.*

**Interlocutor /**
**Candidates**
*Use as appropriate.*
*Ask each candidate at least one question.*

Do you think....
...beach holidays are fun?
...city holidays are interesting?
...camping holidays are exciting?
...walking holidays are expensive?
...holidays in the mountain are boring?

*Optional prompt*
Why?/Why not?

What do **you** think?

**Interlocutor**

So, **A**, which of these holidays do you like best?
And you, **B**, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) *Retrieve* **Part 2** *booklet.*

*Phase 2*

**Interlocutor**
🕐 *Allow up to 2 minutes*

Now, do you prefer to go on holidays with your friends or with your family, **B**? (Why?)

And what about you, **A**? (Do you prefer to go on holidays with your friends or with your family?) (Why?)

Which country would you like to visit in the future, **A**? (Why?)

And you, **B**? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.

Do you like these different holidays?



**Annex 3: KET rubric**

Cambridge
English Qualifications

| A2 | Grammar and Vocabulary | Pronunciation | Interactive Communication |
|---|---|---|---|
| 5 | • Shows a good degree of control of simple grammatical forms.<br>• Uses a range of appropriate vocabulary when talking about everyday situations. | • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | • Maintains simple exchanges.<br>• Requires very little prompting and support. |
| 4 | *Performance shares features of Bands 3 and 5.* | | |
| 3 | • Shows sufficient control of simple grammatical forms.<br>• Uses appropriate vocabulary to talk about everyday situations. | • Is mostly intelligible, despite limited control of phonological features. | • Maintains simple exchanges, despite some difficulty.<br>• Requires prompting and support. |
| 2 | *Performance shares features of Bands 1 and 3.* | | |
| 1 | • Shows only limited control of a few grammatical forms.<br>• Uses a vocabulary of isolated words and phrases. | • Has very limited control of phonological features and is often unintelligible. | • Has considerable difficulty maintaining simple exchanges.<br>• Requires additional prompting and support. |
| 0 | *Performance below Band 1.* | | |

**Annex 4: URKUND result**



URKUND

| | |
|---|---|
| **Documento** | PAREDES_GUIDO_THESIS.pdf (D91268257) |
| **Presentado** | 2021-01-07 10:42 (-05:00) |
| **Presentado por** | gparedes9468@uta.edu.ec |
| **Recibido** | jsanchez.2.uta@analysis.urkund.com |
| **Mensaje** | Muy buenas días profe. Soy Guido Paredes, este es el contenido de mi tesis para ser analizado en UR Mostrar el mensaje completo |
| | 6% de estas 21 páginas, se componen de texto presente en 13 fuentes. |